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ABSTRACT

Educators are challenged to educate all students at an ever higher level of literacy to meet the demands of an internationally competitive global society, even though societal factors cause increasing numbers of students to attend school ill-equipped to learn. In addition to focusing on students' cognitive development, teachers also must be prepared to address children's continuing physical, emotional, social, and spiritual growth. In the new millennium, polls of parents, teachers, and community leaders and members across diverse cultural and political boundaries indicate that teachers should be equipped to meet the value-related expectations of the public as well as teaching content to students. Emotional intelligence is a type of social intelligence that involves the ability to monitor, discriminate among, and use information about the emotions of self and others. For the purposes of a study, emotional and social competence was defined as a wide range of approaches used by educators to foster socially desirable values and character traits in young people, so that social and emotional competence could be interpreted according to the respondents' own definitions and opinions about the sphere of social and emotional skills and various intelligences. The study asked whether colleges of teacher education are preparing educators to enter their profession equipped to educate students emotionally and socially as well as focusing on content, materials, and pedagogy. Randomly selected institutions (n=100) were surveyed about eight items which resulted in 10 responses. Results are presented in a series of PowerPoint slides. (Contains 18 references.) (NKA)

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Pro-Social Literacy:

Are Educators Being Prepared to Teach Social and Emotional Competence?

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The ever increasing needs of children and adolescents and the expectations of a technological society are on a collision course with the growing demands on our educational system. The need for children to grow in ways which will prepare them for the real world is gaining more attention and becoming a significant priority. Educators are challenged to educate all students at an ever higher level of literacy to meet the demands of an internationally competitive global society, even though societal factors cause increasing numbers of students to attend school ill-equipped to learn. Schools must respond by providing support for all students to learn effectively (Marlow, Inman, et. al, 1996 & 1997). As a result, many teachers are called upon to fulfill duties for which they may feel unqualified. In addition to focusing on students' cognitive development, teachers also must be prepared to address children's continuing physical, emotional, social, and spiritual growth (Kottler & Kottler, 1993) as well as helping resolve interpersonal conflicts, identifying and making referrals for those suffering from abuse, neglect, and a variety of emotional problems, and acting as mentor and counselor for those wishing to talk with someone familiar about personal problems.

Background

The roots of social and emotional learning, values education, and multiple intelligences have existed prior to the written text. From the time of Plato and Aristotle, societies have encouraged these concepts as an integral part of schooling. In the 1600's and 1700's, Hornbooks and Chapbooks, some of the first printed materials used for schooling, included verses, stories, and scripture related to moral guidance. In the 1800's these crude printed materials were replaced by such publications as the New England Primer and McGuffey's Eclectic Readers. These publications spotlighted the encouragement of moral and ethical behavior within the content of the material used to teach reading. Beginning in the 1900's, however, the issue of schools as a place to teach values as well as which skills and competencies to teach began to increase in complexity

During the first 30 years of the 1900's, values education was a major component of schooling. Increased industrialization, urbanization, and immigration as well as World War I, and the Roaring Twenties contributed to the belief that the apparent threats to moral standards needed to be addressed in some way. Schools responded by promoting character development in various ways in order to improve the lives of children and young adults and to help create responsible citizens. As a result, in the 1920's, national surveys were conducted to gather and consolidate information on character development in public schools. These surveys indicated that a majority of schools in the United States, elementary and secondary, responded to the goal of encouraging positive character traits. However, one study, conducted by the Institute of Social and Religious Research between 1924 and 1929, stated that the ways in which character ideals were taught and related to conduct generally had no positive effect and could, in fact, cause harm to students. Following the release of this report, there was a rapid decline in interest in character development as an educational goal. While the report alone did not cause the demise of the character education movement, it appeared to be one major influence and that slowed the movement down. For the next 30 years, formal teaching of positive character traits in the schools was dormant, for all intents and purposes.

Then, in the early 1960's, two approaches to a new type of moral education emerged. One of these, values clarification, was developed in order to assist people in understanding their values. The premise of this method was that if people understood their values, then their behavior should change positively and less confusion, inconsistency, or apathy would be exhibited. A second approach, the moral dilemma, focused on the practice of resolving moral issues in a contained environment which promoted the development of moral reasoning. These two approaches dominated the values education movement from 1960 into the 1980's.

Current Movements

Now, in the new millennium, polls of parents, teachers, and community leaders and

members across diverse cultural and political boundaries indicate that teachers should be equipped to meet the value-related expectations of the public as well as teaching content to students. Numerous types of teaching, learning, and communication models have been identified and explored over the last 15-20 years in education and psychology. Human Intelligence (Sternberg, 1985) and Successful Intelligence (Sternberg,1998) were combined and expanded into the concept of Practical Intelligence (Blythe, White, & Gardner, 1985; Sternberg, 2000), the ability to understand oneself and one's environment while using those understandings to decide the best way in which to achieve goals and to display interest in the world in which one lives. Moral Intelligence describes the ability to make decisions that benefit yourself as well as others (Coles, 1997). Social Intelligence focuses on the ability to empathize and work cooperatively with others as well as the ability to self-assess (Hough, 2001). Emotional Intelligence is a type of social intelligence that involves the ability to monitor, discriminate among, and use information about the emotions of self and others (Goleman, 1995). Additionally, into the mix has come the concepts of pro-social competence, developing positive, specific beliefs and clear standards for behavior (Gregg, 1998); social and emotional learning, the development of generalized skills as well as social decision making and problem solving skills that can be applied in many situations (ASCD, 1997); the "soul" of education and the "yearning, wonder, wisdom, fear, confusion, joy" which provides the inner dimension of the human experience (Kessler, 2000); and "loving" and/or "caring" education (Goldstein, 2002), which focuses on the compassionate, responsive approaches to teaching and the connections which must be made with students in the classroom.

Definition

For the purposes of this study, and based on information provided in previous studies, Social and Emotional Competence was defined as a wide range of approaches used by educators to foster socially desirable values and character traits in young people. This explanation was used in order to allow Social and Emotional Competence to be

interpreted according the respondents own definitions and opinions about the sphere of social and emotional skills and various intelligences.

Pro-Social Literacy:
Are Educators Being Prepared to Teach Social and Emotional Competence?

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Question & Rationale

Are colleges of teacher education preparing educators to enter their chosen profession equipped to educate students in a way that will maximize the students' abilities to learn more effectively and efficiently, thereby enabling them to become competent and responsible citizens, sensitive to their role in a global community while at the same time refraining from imposing individual, personal values on their students?

While it is acknowledged by most teacher education programs that these items will become part of one's job as a teacher, many teacher training programs seem to focus on content, materials, and pedagogy with limited, if any, focus on the types of intelligence needed to fulfill the vast array of non-content duties.

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Goal

- To examine basic information about the implementation of social and emotional competence in colleges/schools of education around the US related to
  - Commitment
  - Impact of state certification
  - Satisfaction with current preparation

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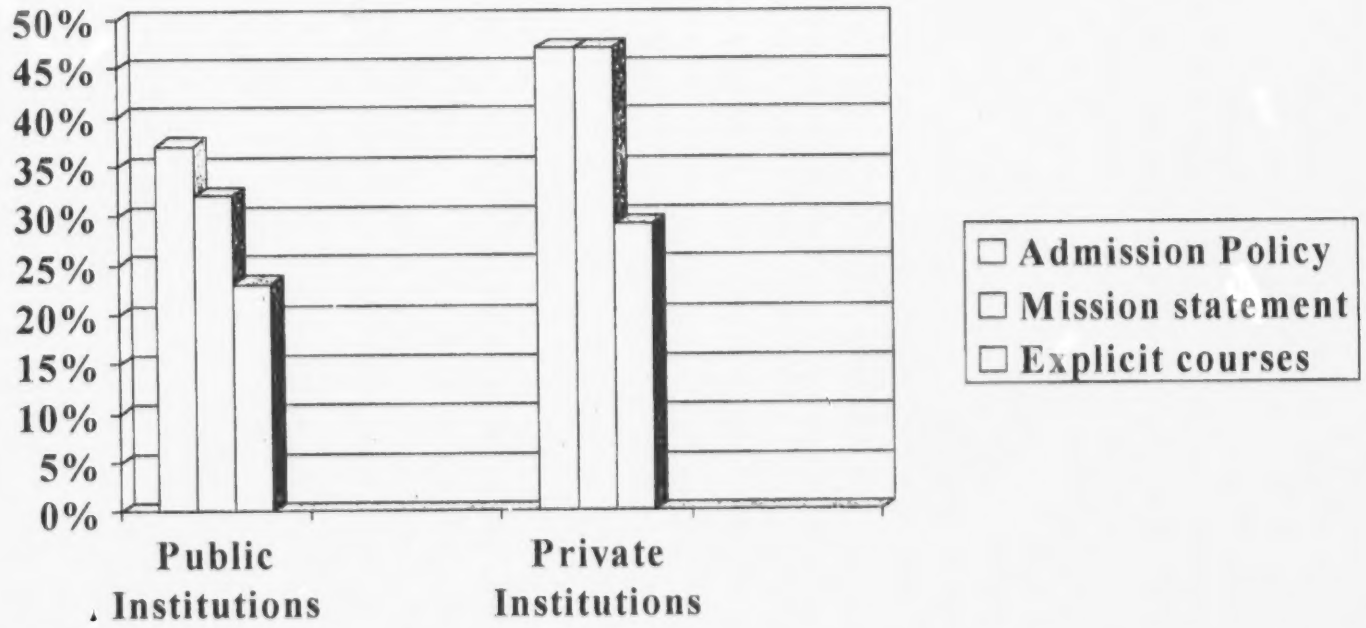
- **Methodology**
  - Random selection of 100 institutions, 2 per state, 12-15 per region (northeast, southeast, central, west)
  - 8 item survey instrument resulting in 10 responses

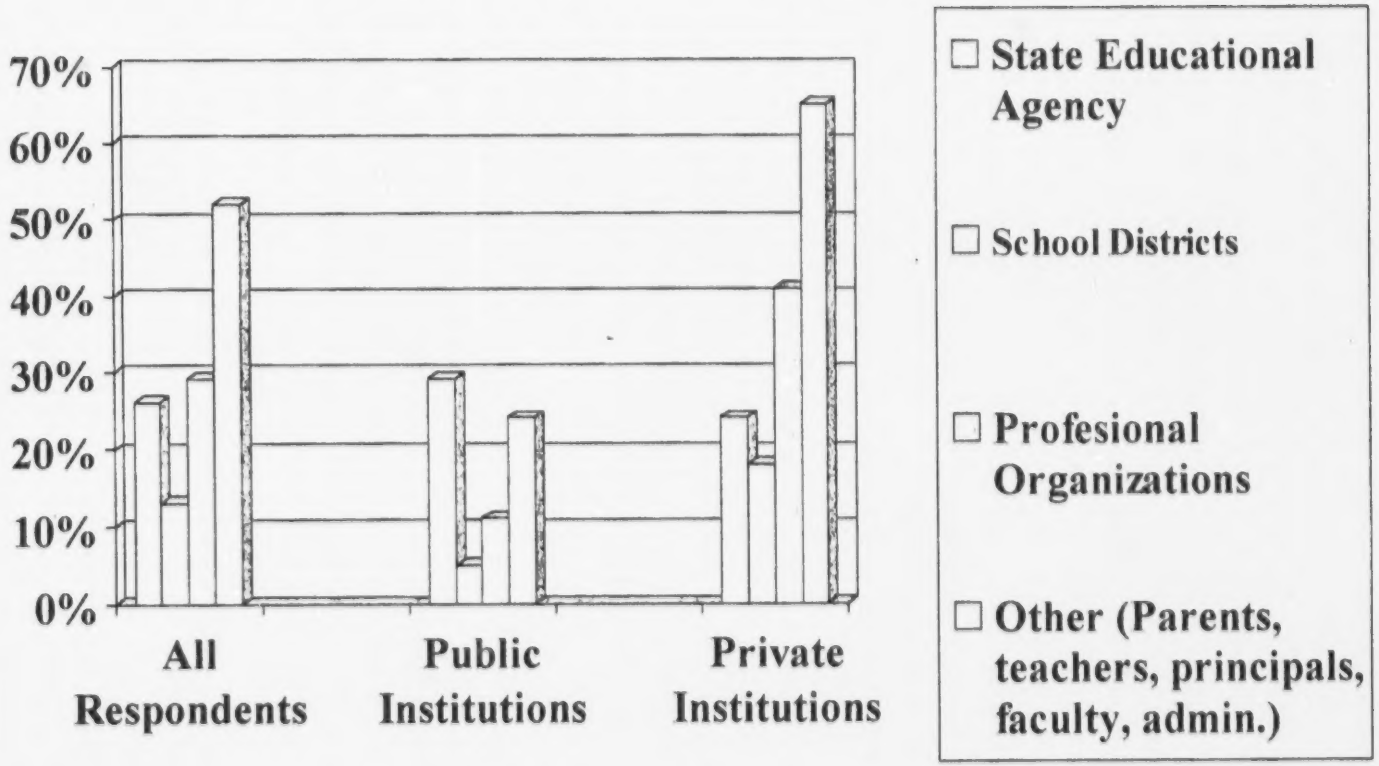
- **Respondents**
  - Public institutions
    - 55%
  - Private institutions
    - 45%

Inclusion of Written SEC Policies or Explicit Courses



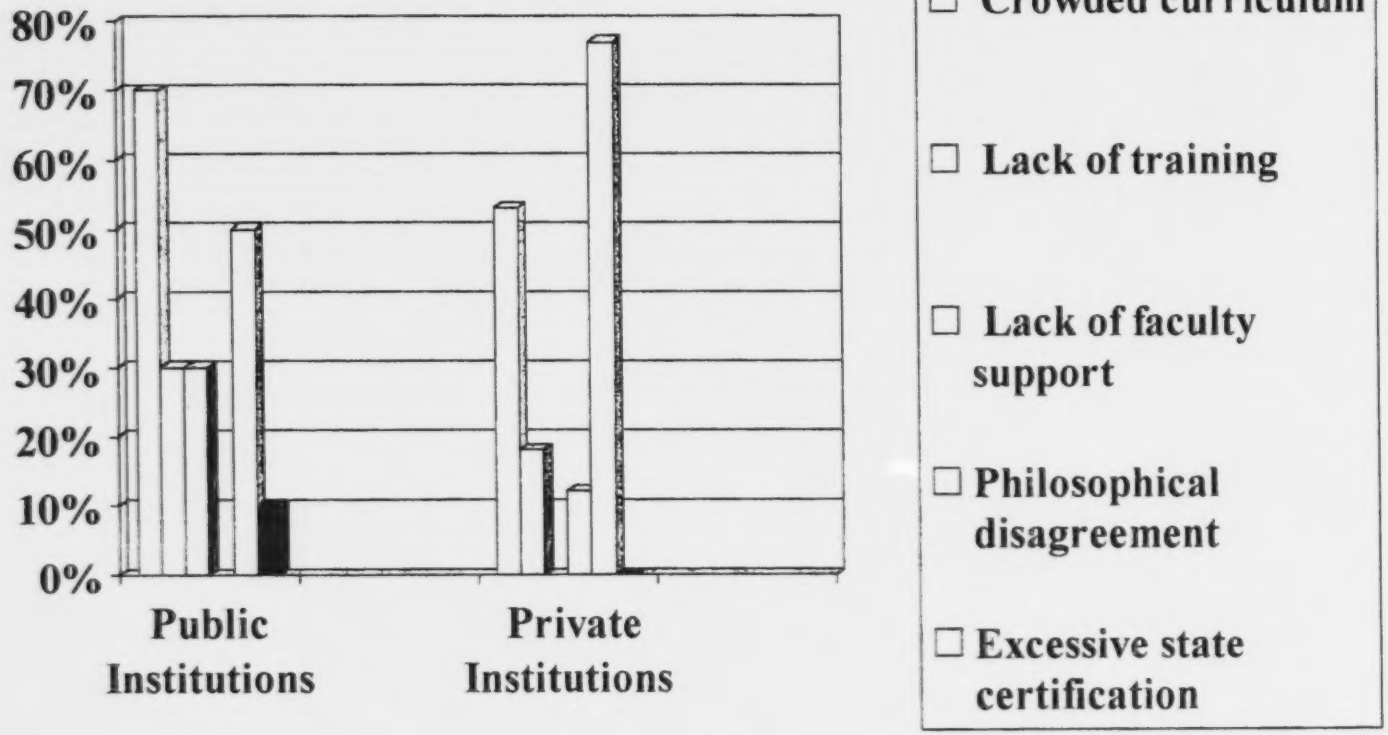
Respondents were to identify specific written policies and/or courses of their institutions which included SEC competences. Ten percent of public and 5% of private institutions were unaware of explicit written policies or courses related to SEC

Agencies Promoting SEC



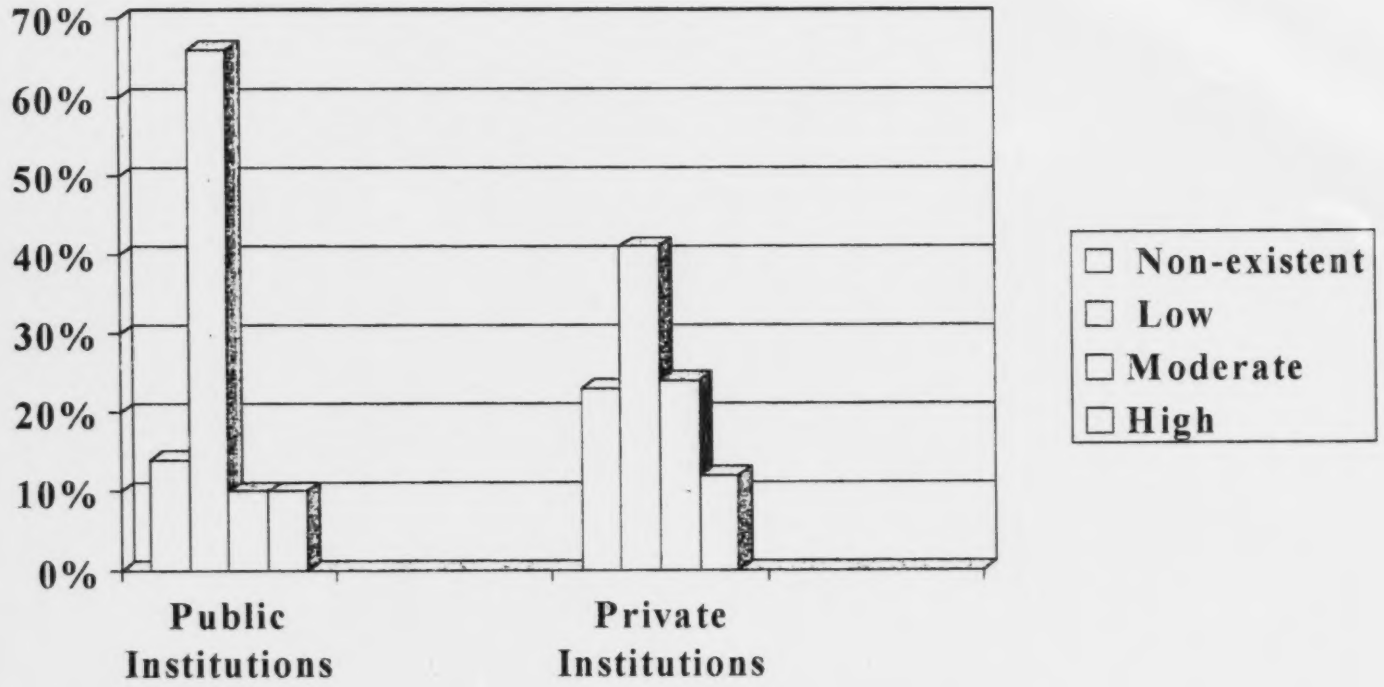
Respondents were to identify all political or educational entities which they perceived to be encouraging the teacher education program at their institution to address social and emotional competence education.

Hindrances



Respondents were to indicate all possible responses. Five percents of public and 12% of private institutions did not respond to this item.

Impact of State Certification



Respondents were to classify sec education as high, moderate, low, or non-existent compared to other state priorities.

Improving SEC Components

Respondents were asked if they were interested in improving social and emotional education components within the colleges/schools of education.

	Public Institutions	Private Institutions
Yes	66%	71%
No	33%	29%

Issue/topic of Concern

	Public Institutions	Private Institutions
Yes	95%	71%
No	0%	29%

Reasons for Importance

Critical need because of violence and student problems in society

Important because of the role of the teacher in student's lives

Necessary because of increasing stresses and responsibilities of administrators

Reasons for Lack of Concern

Belief that SEC must be modeled only rather than directly taught

Issue of how to screen teacher education candidates for SEC

Issue of how to directly teach SEC rather than simply model

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